



Faculty Focus

The Scholarship of Teaching: Beyond Excellent Instruction

By Amy Driscoll

One of the most useful discussions of the scholarship of teaching I have found is included in the 1991 AAHE publication *The Teaching Portfolio: Capturing the Scholarship in Teaching*, written by Russell Edgerton, Patricia Hutchings, and Kathleen Quinlan.

These authors note that current examination and revisioning of commitments to

teaching on campuses across the U.S. is a movement fueled partly by public attitudes towards higher education (more demands for the value of undergraduate education, more involved and "active learning") and partly by faculty within the institutions themselves who care deeply about their teaching. At CSUMB most faculty can be characterized as "caring deeply about their teaching." From its beginning, the campus was committed to legitimizing the importance of the faculty role in teaching, specifically in the university reward system. Although the CSUMB Retention Tenure Promotion Policy has been through many iterations, the current draft (8/24/01) makes a clear statement about the importance of outstanding teaching and expectations of related scholarship.

Pedagogies of Substance

Edgerton, *et. al.* describe a "pedagogy of substance," a conception of teaching that they maintain needs to be recognized and valued as a form of scholarly work. They argue that "no longer can we think of teaching in terms of the

old formula: subject—matter expertise plus generic methods (how to plan a lecture, lead a discussion group) equals good teaching." Effective teaching, the authors say, is a matter

of "transforming one's knowledge of a subject in ways that lead to student understanding." Scholarly teaching makes public that transformation for review and evaluation.

What does it mean to talk about "the scholarship of teaching?" At bottom, the concept entails a view that teaching, like other scholarly activities... relies on a base of expertise, a "scholarly knowing" that needs to and can be identified, made public, and evaluated; a scholarship that faculty themselves must be responsible for monitoring.

AAHE, *The Teaching Portfolio: Capturing The Scholarship in Teaching*, 1993

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What is The

Scholarship of Teaching?

For many faculty here and on other campuses, outstanding teaching is understood and demonstrated by well developed syllabi, innovative pedagogy, and materials, evidence of student learning, and positive course evaluations. But is that the scholarship of teaching? To answer, we can begin with an exploration of the meanings of scholarship.

If you were to ask faculty across our campus and many other institutions of higher education, their definitions of scholarship would include:

- Is built from a knowledge base
- Is a process of inquiry and study
- Draws upon faculty expertise
- Is subject to review
- Is innovative, out of the ordinary
- Has potential to contribute to others' practice
- Is disseminated to influence peers
- Can be evaluated with a set of standards.

Such expectations can be found in the campus RTP policy. The characteristics of "outstanding" (p.14) begin with "leadership, influences the practices of these" for all forms of scholarship. The examples of "outstanding performance" in teaching and learning include:

- "Developing innovative ways of teaching subject matter to a variety of student populations."
- "Mentoring other faculty in teaching and learning activities."
- "Planning, organizing, and leading teaching and learning or curriculum development workshops."
- "Presenting at national teaching and learning conferences."

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Action Research Projects

During Fall 2001, twenty-two faculty members participated in an Action Research workshop led by Gerald Shenk and Amy Driscoll. The goal of the workshop was to offer faculty ways to add reflection and inquiry to their already exemplary teaching in order to create scholarship of teaching research. During the workshop, faculty explored basic action research skills they could put into place immediately in their teaching. They learned skills for conducting action research in a scholarly way, and created projects that could be used for RPT portfolios.

Many action research projects emerged from this workshop, and in this issue you will find some of the projects that faculty are currently working on. A few of the projects are complete and many are still underway. When completed, many of the projects will be submitted for publication, shared with peers at conferences or on campus, as well as being used as evidence in RPT portfolios.

Rafael Gomez (Associate Professor of Spanish, WLC)



An important element of our responsibility as instructors at CSUMB is to be engaged in the scholarship of

teaching. Although the profession has not yet arrived at a universally accepted definition of what constitutes the scholarship of teaching (Kreber 1), a set of characteristics are nevertheless beginning to emerge. Among them is the following assertion: "Those who practice the scholarship of teaching carefully design ways to examine, interpret, and share learning about teaching. Thereby, they contribute to the scholarly community of their discipline" (15). Another characteristic, which I consider equally important, states: "Faculty that practice the scholarship of teaching are curious about the ways in which students learn and the effects of certain practices on that learning (15)."

It is in this context and with this spirit that I developed a new 8-unit intensive elementary-level Spanish language course. The course is designed for beginning Spanish speakers who have had some previous ex-

posure to the language. Through a survey I conducted of all Spanish first and second semester students at our Institute, I had previously ascertained that the great majority of students had more than a year of prior language exposure either at the high school or community college level. Therefore, it seemed appropriate to suggest an intensive delivery format for this population, one that would not jeopardize the program's learning outcomes.

Since studying the appropriateness of this intensive delivery form represented too broad a question to be covered under an action research format, I settled for a narrower question: Can learners in this intensive language format, using the video series *Destinos*, achieve an intermediate-low level of proficiency in listening, as defined by the American Council on the Teaching of Foreign Languages Guidelines?

Students were exposed to forty-two twenty-five minute episodes of *Destinos*, a popular Spanish tele-course. At the beginning of the semester, a small number of students were selected and given a listening comprehension test to establish baseline. During the fifteen-week semester, I collected a variety of data that included graphic fill-ins, clue searching, story rebuilding, comprehension checks, paraphrasing, listening for the gist of the story, and written summaries of the story line.

I am currently analyzing these data to see if the students were able to understand sentence-length utterances, which consist of re-combinations of learned elements, in a limited number of content areas, particularly if strongly supported by situational context. Content refers here to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Results will be forthcoming at a future date. •

Reference:

Carolyn Kreber "Conceptualizing the Scholarship of Teaching and Identifying Unresolved Issues: The Framework for this Volume" in Carolyn Kreber, ed. *Scholarship Revisited: Perspectives on the Scholarship of Teaching*. No. 86, Summer 2001. San Francisco: Jossey-Bass.

As Dan Shapiro said, the great value of [the scholarship of teaching] process is that it makes us think critically all the time about what we do as teachers and why we do it, and it makes us pay much more attention to our students.

Gerald Shenk, "Building an Interdisciplinary Campus Community around the Scholarship of Teaching"

Maria Zielina (Associate Professor, WLC)

Maria Zielina

Using Students' Self-Assessments and Collaborative Work to Improve Learning

For students who have never taken a course in literature, or have never heard about literary theories, the principles of interpretation could be overwhelming. To help them to be successful, I decided that in my courses, after every assessment of the weekly critical reflections, oral presentations, midterm or quizzes, students will read or evaluate in class their own paper, and discuss classmates' oral presentations. I found that this is a real learning process that could give answers to many of the student's questions such as: How could this

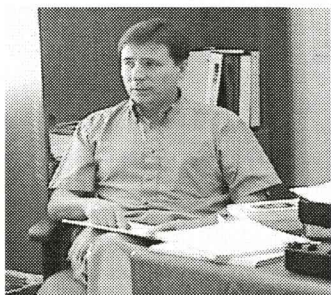
interpretative process be carried out, if I have never taken a course similar to this? What assurance do I have that my interpretations faithful to what should be fulfilled to have credit in Literature and Popular Culture or Culture and Equity ULRs? Do we have someone, here in this class, who has written this kind of stuff that you are talking about? Do we have someone, here in this class who is capable of getting an A in his/her paper?

My conclusions, after evaluating the papers, taking notes from their discussions, and reading their feedback to their classmates, is that my "reading action" is effective. I have observed that most of the students became more motivated and chal-

lenged themselves more frequently. Their work became more productive. The literary interpretations are more insightful, because they write about and discuss issues beyond conflict descriptions, imagery or the use of literary terms. Students become more receptive to issues of culture, ethnicity, gender, power relations, and socio-political portraits of nations and groups after seeing the phases of the phenomenological work of interpretation conducted by their own classmates. They learn how to respect opinions contrary to their own, interpretations that seem ill-conceived, such as "machista" and "feminista." •

Action Research Projects

Juan Gutierrez (Lecturer, SBSC Coordinator of the Faculty Mentor Program)



Last semester I led an informal seminar on social theory for a small group of 10 students in SBSC. I realized that it would be most important for me to learn to what extent my students can apply the knowledge acquired in a seminar on theory as they develop their research and Capstone plans. To do this, I

distributed a simple questionnaire to gather information on: (a) what readings, concepts, theories, and authors they have become familiar with during the seminar that are relevant to their own research/capstone interests? (b) what readings, concepts, theories, and authors they have become familiar with that they plan on incorporating into their Capstone projects?

I will conduct more formal action research with these same students once they start their Capstone work. I plan to interview them as they complete their Capstone projects, and to use their own capstone materials to study to what extent they have actually applied the readings, concepts, theories, and authors from the seminar in a meaningful way, and as they originally intended. Below is a description of the research project.

Transferring Learning Outcomes

Statement of Purpose

California State University, Monterey Bay is a four-year, outcomes based (OBE) degree granting institution. The aim of this project is to assess the effectiveness of outcomes from one learning experience to another.

Goals

- To determine the actual transference of knowledge (or the lack of)
- To determine the connectedness of different learning experiences within a program
- To identify factors enhancing the transference of skills and competencies

- To identify factors hindering the transference of skills and competencies

Expected Outcomes

This project is expected to produce evidence of successful and deficient teaching and learning strategies that can be used to (a) help the instructor improve the curricular design and pedagogical practice and (b) help the program understand the connections that need to be enhanced for a successful and cumulative use of learning experiences for student success.

Research Strategy and Case Study

The author will conduct this exploration as action research and as part of the practice of the researcher in the classroom, monitored and reviewed by peer members of the Visible Knowledge Project.

(Broad Steps Proposal)

Step 1. Project Elaboration. A project proposal will be presented to the VKP for review and comments.

Step 2. Action 1. Concurrently, the researcher will engage in keeping track of activities in the independent course and of his interaction with the students (Spring 2002).

Step 3. Action 2. In a subsequent semester (Fall 2002) the instructor will work closely with students taking a dependent course (a course where the learning outcomes from the initial course could be applied). The instructor will measure the extent of application of learning outcomes in the new course through interviews, text analysis, and direct observation. The data collected is expected to indicate the degree of integration or lack of integration of achieved learning outcomes in the activities of the new course.

*Step 4. Analysis and Write Up-*The author will analyze data and write up preliminary results for Peer Review during the inter-semester period (Jan 2003).•

Deliverables

- Informed discussions with the VKP project Jan 2002-Jan 2003
- Informed discussions with students. Jan 2002-Jan 2003
- Publishable Article 20-25 pages, May 2003.

Gerald Shenk (Assistant Professor, SBSC)

Learning That Links Theory and Practice

This project was a team effort with my colleague and fellow Carnegie Scholar, **David Takacs**. We conducted an action research project on our course, ESSP/SBSC 385, Social and Environmental History of California. We asked two interconnected research questions: 1. Did students in our California history class, which we co-teach, learn history well enough to be able to use it to inform effective political action? and 2. When students in our California history class were required to engage in political action, did they develop a desire to become more engaged, ethical, and effective par-

ticipants in the civic lives of their communities?

We have organized the course around a single major project called the Historically Informed Political Project (HIPP). We required students to engage in political action on a social or environmental issue of personal concern to them; to do significant historical research on that issue; to make policy proposals with respect to that issue; and to engage in self-reflection that helps them clarify what values and assumptions they brought to their project.

We were able to gather substantial evidence

that our students acquired new historical understandings; that they were able to use these to inform political action; and that their desire to participate in the civic lives of their communities increased as a result of this class. Most of our evidence came from our analysis of the students' final HIPP reports. We identified all places in which our students used history. From this, we created a taxonomy of ten different ways they used history. We followed the same procedure for political engagement. Our final report to Carnegie provides specific examples of each of these. •

The Scholarship "on" Teaching

The scholarship "of" teaching has become a moniker for a wide variety of initiatives that advance the cause of teaching and now learning. Unfortunately, despite the interest, very little of the recent focus on teaching and learning has been directed toward pedagogical scholarship, even though practitioners have been writing about teaching for years. The contents of the 50 or so discipline-based pedagogical periodicals, the materials in cross-disciplinary books and journals, even contributions to alternative published forums, like *The Teaching Professor*, remain largely unanalyzed. Regrettably, they continue to be read by comparatively few when you consider that there are over 500,000 faculty in the United States alone. Why is that? Could it have something to do with the overall quality of published work on pedagogy? Or is it more a result of the perceived value we place on teaching and the sometimes less than "scholarly" way we think about and approach instructional practice? Would it not be wise for us to also direct our attention to the scholarship "on" teaching as we seek to advance the larger and more generic agenda of "the scholarship of teaching?"

Evaluating Innovations

Interestingly, two recent articles in two different pedagogical journals come at these same questions but in terms of specific aspects of practice and the resultant scholarship. Authors of the *Journal of Management Education* (referenced below) looked at how organizational behavior course innovations reported in the journal since 1990 were evaluated. The authors feared that methods used to evaluate these innovations were not all that rigorous. Their concerns were justified. "With few exceptions, evidence for the effectiveness of new OB (organizational behavior) teaching methods has been similarly impressionistic and anecdotal. ... Criteria other than student reactions are seldom obtained, and innovative methods are rarely explicitly compared to more standard methods." (p. 510) The authors elaborate further: "We could find no examples of developers of new OB methods having formally assessed the 'learning' impact of their methods, either over time or in comparison to learning achieved using other methodologies." (p. 512)

Are these less than exceptional evaluative approaches something practitioners reading and/or reporting on innovations need to be concerned about? Yes indeed. As these authors point out, "most innovative methods seem to take more effort and time from both instructors and students

asked my students they said they liked it."

Making Teaching Decisions

A second recent article, this one in the *Journal of Engineering Education* (referenced below), goes after another

"...[W]e should consider the various ways in which... scholarship is expressed. Boyer makes a case for thinking of faculty work in terms of four, overlapping functions: the scholarship of discovery (as in specialized research); the scholarship of integration (as in writing a textbook); the scholarship of application (as in consulting); and the scholarship of teaching." AAHE, *The Teaching Portfolio: Capturing the Scholarship of Teaching*, 1993.

aspect of pedagogical scholarship. They see the problem with practice and the scholarship reporting on it as the lack of a research-based framework for teaching. "Unfortunately the large and growing body of education research is rarely linked in a meaningful manner and we often end up missing the forests for the trees. The power of what we

know about teaching and learning is the synergy that results when the pieces are collected into a coherent whole." (p. 527) There are two issues here: first, the relationship between research and practice—in this case how research findings get implemented into practice. "Practical suggestions from research, when implemented in isolation, often result in effects that are either muted or non-existent. Worse, at first glance, educational research may seem to provide an array of seemingly conflicting implications for practice." (p. 532) Second and related, they are concerned about practice absent from any theoretical framework. "Without a good theory, experience is often confusing and, at times, meaningless. Understanding how students learn—and why they sometimes don't—is the foundation of informed teaching." (p. 528)

The authors point out that educational research is highly complex, with findings interrelated and cumulative. No changes should be made in instructional practice on the isolated results of one study. Of concern to your editor is a more fundamental omission. Many faculty practitioners have no knowledge of any educational research results and base decisions about what to do and not do in the class on history (we teach as we were taught) or a highly personal assessment of what should and shouldn't be done, and what will and won't work in any given instructional setting. In contrast, the authors describe how instructional decisions should be made. "Effective teaching at any level or in any discipline is not simply a matter of style or implementing isolated research findings. It is a rational and coherent decision-making process

than standard delivery, so it is desirable to show that there are improvements in outcomes sufficient to justify the greater inputs." (p. 516)

It is difficult to be critical of practitioners who write for pedagogical publications, including this one. Extrinsic rewards are few. And how can someone who takes the initiative to pass on pedagogical knowledge be criticized when so few in higher education contribute to the body of knowledge on teaching and learning?

Our Methods Don't Fit

Add few rewards and low expectations for pedagogical scholarship to the fact that we are trained in the research methodologies of our disciplines, not education. So even if we aspired to use more rigorous evaluative criteria, we may not have the expertise to implement them. There are several answers to this dilemma. As the authors illustrate (it is an article well worth tracking down), "there are simple ways to improve the quality and thoroughness of evaluation." (p. 514)

"Wisdom of Practice"

Should what one faculty member implements, in one usually unique instructional setting, be subjected to the kinds of empirical analysis that are the stock and trade of mainstream educational research? Notions of "classroom research" have tried to identify some sort of middle ground between full-scale empirical analysis and the anecdotal, subjective assessment of the instructor involved. Unfortunately, the literature is still mostly reporting experiences where the focus is on the implementation details and the analysis of results too often at the level of "I like how this worked, and when I

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More Action Research Projects

Pam Baker (Instructional Librarian) "I was working with a Freshman Cohort section of CST 101, co-taught with **Adrian Andrade** of CST. I developed a chart of Learning Outcomes for each of the four Information Competence outcomes (that are part of the Tech/Info ULR Learning Outcomes). These were mapped to each lecture topic, lab assignment, reading assignment, etc. For each of the four lecture/lab topics covered, I wanted the students to tell me which outcome *they* thought was being covered."

Dan Granger (Director, DLEE) is in the early stages of a new action research project which also shows great promise. "It involves the collaboration of faculty from five institutes. I will be studying how faculty's commitment to good teaching and learning can be an avenue to bring them to provide good teaching and learning opportunities to underserved students off campus."

Angie Tran (Assistant Professor, SBSC) is working on a project in comparative action research involving the "pedagogies that I have used to teach the global economics course. I hope to demonstrate the new and exciting changes I have implemented in my pedagogies during the last time I taught the class. I will reflect on pedagogical changes I have implemented over time to facilitate the integration of economic ways of thinking and ethical decision making, using the broad concept of sustainable development of sustainability."

The systematic conduct of a research project that focuses on my own teaching, with a research question, the collection of evidence, and careful analysis of that evidence, is still a valuable process for me. But there are limits to how much we can know for sure based on such projects. One danger, in fact, is that we will become too focused on choosing researchable questions with provable answers that we will forget to keep asking the unanswerable questions, particularly the ones that have the potential to make us more accountable to one another as fellow citizens of the world.

Gerald Shenk, "Building an Interdisciplinary Campus Community around the Scholarship of Teaching"

If Not Remediation, Then What?

By Juan Jose Gutierrez

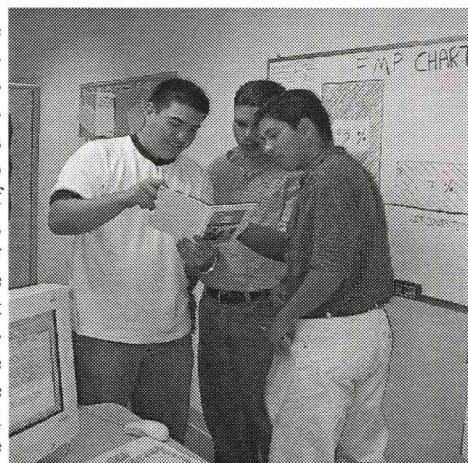
Last summer, while having a conversation with a colleague in Spain, I was elaborating on the Faculty Mentor Program and the kind of support for academic success that such program would bring to participating students. Most universities in Spain are public, with large enrollments, and the concept of mentoring for retention was new to her. When I explained that CSUMB, by design, does actively reach out and admit candidates unlikely to be admitted in other selective universities, she was truly amazed that, for us, the highest qualified student is the one with the greatest potential.

Remediation is Not the Answer

Serving the underserved and underrepresented population is not easy. We are expected to deliver high quality instruction while working with students who have not always had the chance to develop their skills to their maximum potential. Remediation, the "R" word, is—and almost will agree—out of the question. It transfers part of the cost of basic and mid-level education to the university and it poses an additional burden to the programs that, at the lower division, should only focus on providing instruction on general education requirements. What to do then? Do you close your eyes to the reality of unfulfilled skill levels and watch the least advanced students falling through the cracks?

What CSUMB has done is to create and foster not one, but a number of activities and programs that form a support structure for success. In my experience, however, it is the individualized attention that faculty and staff provide to students that has made the difference for them.

Although we have hundreds and hundreds of extraordinary stories of success on our campus for individuals who never dreamed of college education, we do have many other stories where students have not found that connection that would have made the difference in their personal lives. I do believe that by enabling the mentoring that is already happening on a campus into a systematic activity, which is already part of our practice and culture, we may be able to multiply the many successful stories of student success.



A great deal of mentoring at CSUMB is carried out by Peer Mentors, who in turn work directly with and are supervised by Faculty Mentors. In the photo (from left to right) are Peer Mentors Lisandro Lopez, Jose Anaya, and Ricardo Nunez.

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Recent Faculty Scholarship

Herbert Martin (Associate Professor, Liberal Studies) and **Terri Wheeler** (Faculty Program Coordinator for the Liberal Studies Distributed Degree Completion Program) offered a presentation at The California Virtual Campus 2001: Online Learning and Higher Education 3rd Annual Conference. The California Virtual Campus works to build collaborative partnerships in online learning among the California colleges and universities throughout the state and supports the development and delivery of online learning in higher education. In their presentation, "Putting Outcomes-Based Education Online at CSU Monterey Bay," they described the Liberal Studies Distributed Degree Completion Program, and used a live Web presentation of their course sites to illustrate how online courses are designed to provide a high level of interactivity, facilitate the development of an online learning community, and enable students to demonstrate that they have met learning outcomes.

Brian Simmons (Academic Director of ICCS) has recently had an article accepted by *Children and Youth Services Review*, a journal with only an 8-10% acceptance rate. His article, co-authored with R.P. Barth, is entitled "Adoption of Foster Children: How Much Does it Cost Public Agencies?"

The journal *Human Service Education* has also recently published an article by Brian, (Fall 2001), entitled "Legal Guardianship in Child Welfare: Key Facts and Concepts."

Barbara Sayad (Instructor with the Health and Wellness Institute) has most recently had the 4th edition of her *Human Sexuality: Diversity in Contemporary America* released by McGraw-Hill. Because of its success (it is currently among the top five publications in the field), Barbara, along with co-author Bill Yarber, has been asked to release another edition of it within two years. Barbara has also co-authored *The Marriage & Family Experience* (ITP).

Yong Lao (Assistant Professor and Director of GIS and Spatial Analysis in SBSC) is one of the winners in the 2001 GIS Map Contest sponsored by Central Coast Joint Data Committee, a consortium of over 50 agencies and organization in the Monterey Bay region that share spatial data and work on partnership projects. In collaboration with **Juan Avalos** (Director of Institutional Assessment and Research), Yong conducted a GIS analysis of student enrollment between 1995 and 2000. He also presented a paper based on this analysis at last year's Annual Meeting of the Association of American Geographers.

Jerry Endres (Community Director of ICCS) is co-author of a three-volume publication as part of ICCS's four-year Stuart Foundation grant. Volume One (July 2001) *Defining Knowledge Bases for Interprofessional Education* was created for college and university educators interested in interprofessional education in the health and human services. This volume outlines the knowledge, skills, and values of the field. Volume Two, *Evaluating Interprofessional Education* was published in December 2001 and Jerry is working on the final volume, *Creating, Implementing and Sustaining Interprofessional Education*, to be published in June 2002. The Introduction to the first volume describes CSUMB's ICCS program in some detail, and introduces an outcomes-based competency approach to the field of interprofessional education. All three volumes will be accessible via the ICCS website: <http://iccs.csumb.edu/>.

Deborah Ramirez Lango (Assistant Professor, Liberal Studies) has recently been awarded a \$70,000 grant from the CSU Chancellor's office in support of the Educational Technology Professional Development Program (ETPDP). Her project is entitled "Project Teach DCI (Discovery, Creation, and Innovation)."

Maria de la Luz Reyes has recently co-authored, with John Halcon, a book entitled *The Best for Our Children: Critical Perspectives on Literacy for Latino Children* (Teacher's College Press, 2001).

Ruben Mendoza (Professor, SBSC) has recently published a number of articles, some of which are the following:

"Lords of the Medicine Bag: Medicinal Science and Traditional Practice in Ancient Peru and South America." In *Medicine Across Cultures: A History of Non-Western Medicine*, edited by Helaine Selin. Dordrecht, The Netherlands: Kluwer Academic Publishers. (Forthcoming: Fall, 2002)

"This Old Mission: San Juan Bautista, Archaeology, and the Hispanic Tradition." In *Hispanic Outlook in Higher Education*. Volume 12, Number 9, pp. 28-31. Paramus, New Jersey. February 11, 2002.

"Mesoamerican Chronology: Periodization." In *The Oxford Encyclopedia of Mesoamerican Cultures*. Volume 2, pp. 222-226. David Carrasco, Editor. New York: Oxford University Press, 2001.

"The Virtual Learning Lab: Facilitated Teaching and Learning in the Online Environment." In *Emerging Technologies in*

Use of Technology for Language Learning: What Works and What We've Learned. Yoshiko Saito-Abbott, Richard Donovan, Thomas F. Abbott, and Phillip Kennedy, editors. Pp. 167-195. San Diego, California: LARC Press, Language Arts Resource Center, California State University, San Diego, 2001.

"An Archaeological Approach to Teaching U.S. Cultural Diversity." In *Cultural Diversity in the United States: A Critical Reader*. Edited by Ida Susser and Thomas C. Patterson. Pp. 414-433. Oxford, UK: Blackwell Publishers, 2001.

The power of what we know about teaching and learning is in the synergy that results when pieces are collected into a coherent whole.

"The Scholarship 'on' Teaching",
The Teaching Professor

Patty Whang (Associate Professor, Institute for Field-Based Teacher Education) has recently co-authored, with G.A. Waters, an article entitled "Transformational Spaces in Teacher Education: MAP(ing) a Pedagogy Linked to a Practice of Freedom," in the *Journal of Teacher Education*.

Angie Tran (Assistant Professor, SBSC) has recently published "Gender Expectations of Vietnamese Garment Workers: Viet Nam's Re-Integration into the World Economy," in *Gender, Household, State: Doi Moi in Viet Nam*, edited by Jayne Werner and Daniele Belanger, Southeast Asia Program Publication Series, Cornell University Press, 2002.

Adrian Hull (Lecturer, SBSC) and **Angie Tran** have recently collaborated on an ethnographic study, "Being Con Lai: Race, Class and Gender in the Black Vietnamese Diaspora in California." Their study was co-presented in the 19th Annual Southeast Asia Conference, "Local Knowledges and Global Forces in Southeast Asia," at the University of California, Berkeley, in February, 2002. •

We're On The
Web!

www.csumb.edu/academic/centers/tla

How We Communicate Around IT Issues

By Marsha Moroh and Troy Challenger

One of the goals in IT's strategic plan is to improve communications among IT and its users. To this end, the Information Technology Policy Advisory Committee subgroup on Strategic Planning decided to ask users about communication issues and to solicit suggestions about how we can improve communication around IT issues. A core planning group consisting of representation from students, staff and faculty met to outline a strategy to do this. We began with faculty, at an open session at the TLTR roundtable* on Feb. 29. Our facilitator, **Eleanor Funk**, campus ombuds, raised the questions of the group, *What differentiates faculty users from other users? And, If you could think of one thing in the technology area that would help you do your job better, what would it be?* A lively discussion ensued.

We then broke into small groups and discussed communication issues and suggestions around the areas of short-term day to day technology use (e.g. things in my lab aren't working, my office computer doesn't have the software I need, the teaching station in my classroom isn't working), longer term communications issues (e.g. IT just did an upgrade-how should they tell us? We want new software in a lab-how do we tell them? What's the policy around obsolescence? Where's the acceptable use policy?), and planning issues

*About the TLT Roundtable

The CSUMB TLT (Teaching and Learning with Technology) Roundtable hosts focused discussions on how to improve teaching and learning with technology. It meets once a month on Friday afternoons, and includes lunch. The meetings are open to all interested persons on the campus. Co-chairs for the CSUMB TLT Roundtable are **Juan Gutierrez** and **Mike Albright**, and a planning committee that includes **Gus Leonard**, **Eric Tao**, **Troy Challenger** is open to anyone interested in helping to put together future roundtables.

(IT needs to know what academic programs are planned as IT does its planning. How do we mesh these plans?)

We discussed additional communications issues. Among them were improvement of internal IT communications leading to a seamless interface between the users and IT help, whether it is a software problem, a hardware problem, a network problem or a Courseinfo problem. We also talked about the unique tech support needs of on-line learners and instructors, particularly the need for communication and tech help at off hours.

Future plans are to extend this dialogue to students and to staff, and based on a input, begin to draft a white paper that will serve as input to the IT folks as they begin to define service levels for the campus. We envision a second round with the TLTR or another faculty venue as the white paper begins to take shape.

Typical TLT Roundtable sessions attract 15-35 faculty, educational support staff and administrators, representing diverse parts of the university community. Past CSUMB TLT roundtables have centered around such topics as: Distance Learning, Intellectual Property, Technology Issues on Campus, and have included presentations of new technologies and software by CSUMB faculty.

TLTRs also act as advisory bodies that provide recommendations to Chief Academic Officers, Chief Technology Officers, and other academic leaders about programs, policies, and resource allocations. TLT Roundtables are one component of the TLT Group's larger vision of "Connected Education and Collaborative Change." CSUMB established its Teaching and Learning with Technology Roundtable (TLTR) in Fall 2000, following planning sessions conducted by a contingent of 14 campus representatives at the TLT Summer Institute in Phoenix in July. More than 400 TLTRs on college campuses nationally are coordinated by the TLT Group, affiliated with the American Association for Higher Education (AAHE). •

Just Published

The Alverno College Institute has just released their "Report and Collection of Institutional Practices of the Student Learning Initiative," *Student Learning: A Central Focus for Institutions of Higher Education*, edited by Austin Doherty, Tim Riordan and James Roth. The report is a collaboration among 26 college and university representatives of the Student Learning Initiative of the Alverno Institute. **Dan Shapiro** (Assistant Professor, ESSP) is one of the collaborators whose contribution "Improving Teaching and Learning Through Outcome-Based Capstone Experiences" is included.

The publication provides provocative insights based on the collaborators' collective experience in working to make their institutions more focused on student learning, and it offers abundant conceptual and strategic insights about ways to strengthen student learning. The publication will certainly provide you with useful ideas and strategies to enhance student learning experiences in your classrooms, and copies of the publication are available for loan at TLA in Building 10. •

YOUR SCHOLARSHIP NEWS

Faculty Focus will continue to feature faculty "Recent Scholarship" in future issues, so be sure to send news of your recent presentations, publications, creative activities, pedagogical innovations, and other scholarly work to Annette March.

The faculty who are featured in this issue for their action research projects are truly engaged in the scholarship of teaching. A growing number of our faculty share their pedagogical insights through TLA activities (Laughlin, Shapiro, Benmayor) at state and regional meetings (Simmons, Granger, Bowman, McEady, Martin, Wheeler) and to national and international audiences (Wood, Feinman, March, Gomez, Shenk). We are truly engaged in the scholarship of teaching at CSUMB. We work toward Shulman's "pedagogy of substance" and we recognize, value and document that pedagogy as a form of scholarly work.

Teaching as an Act of Scholarship

To take teaching seriously, to become scholars of teaching, to practice "pedagogy of substance" is a commitment that has both intrinsic and extrinsic rewards. To capture the complexities of teaching from a body of classroom-based research allows us to practice teaching reflectively and to give the best we have to offer to our students. It

"I think much more about student outcomes—how to identify them, how to design curriculum around them, and how to assess the results. [Also] I'm fast realizing that there are publishing opportunities for the scholarship of teaching."

Greg Jacobs, Our Voices: The Scholarship of Teaching Resource Team 2000-2001, Portland State University

is a scholarly activity especially crucial to us here at CSUMB, where we care deeply about teaching. In this issue, you will find news about your colleagues who are pursuing research in the scholarship of teaching, as well as articles that explore this scholarship. I hope that this issue inspires you to enhance your own teaching/learning environment as well as to consider undertaking your own scholarship of teaching project. •

Call for Papers

***Exchanges*, the on-line journal of teaching and learning in the CSU invites your submissions.**

www.exchangesjournal.org

Faculty Mentoring: A Wise Investment

Mentoring is not necessarily a program that is well understood. The Faculty Mentor Program (FMP) is a type of program that most people in universities will associate with remedial work, regarding it as a touchy-feely, but otherwise ineffective activity. It is also perceived as that wild card that the administration will show when the institution is questioned regarding its track record on social connections. Yes, we are doing something, aren't we? The FMP is quite the opposite. It is a very wise investment. When appropriately enacted, the program helps students balance their academic life with their personal life as the one integral experience that it actually is. Preliminary numbers are telling us that mentoring at CSUMB is having measurable impact both in persistence (students moving from one semester to the next with solid unit enrollment) and performance (students achieving GPA comparable or above the average).

I firmly believe that the key for the success of the program will depend on two main factors: (a) the local perception of the program (culture of mentoring), and (b) the adequate placement of the FMP in the context of university-wide programs. In terms of local perception, we are striving to promote the program as an activity students are proud to be part of. In many other institutions mentoring and probation and mentoring and dropout are part of the formula, but not at CSUMB. Here students' participation is voluntary, even for those who come looking for support to solve academic and personal issues by recommendation of other offices.

The program focuses on a smart use of the support services and opportunities available to all students on campus, and it focuses on a practical, no-nonsense pro-active approach. Students are finding that their mentors will be both supportive but also blunt. For example, the program has asked instructors to be responsive to students concerns, but it has also, and systematically, urged students to be responsible and determined. And it seems to be working.

Mentoring as a Central Approach

With regards to the placement of the program within the structure of the university, we have explored different formulas at work on different campuses. In my opinion, the worst experiences are those lumping FMP as a sub-activity of another support service, or assigning a mentoring function to a person that is, at the same time, teaching for the same student. Teaching and mentoring place faculty in very different positions and mixed together render them both inadequate. A bold decision in placing FMP as a self-standing program, as it is right now, is certainly unique when compared to many other campuses, and it has given the program a formidable platform for success. The community now has to consider embracing it not as that thing that somebody does with kids in trouble, but as a central part of our approach to successfully preparing those with the greatest potential.

I invite you to take a look at what the FMP is doing on campus, and to consider joining the proud crowd. It is—I hope it won't surprise you—an integral part of teaching, learning and assessment in a campus whose Vision moves people to innovative approaches. If not remediation, then what? An engaged campus is the key. •

Program Assessment Workshop Conducted for CSUMB Academic Programs

By Joe Larkin

How can faculty determine whether their particular academic program is being effective? What types of evidence might the faculty collect in order to gauge the progress their program is making in achieving its core goals? These questions provided the focus for a day-long Program Assessment Workshop for CSUMB's academic programs on December 7, 2001.

All programs were invited to send teams of two to four faculty to participate in this workshop. A total of thirty-five CSUMB faculty and administrators representing twelve different academic programs engaged in the day's activities. Also participating in the workshop were teams from CSU Long Beach, Menlo College, St. Mary's of Moraga and CSU San Louis Obispo.

The workshop was organized around six steps in what was called the "program assessment cycle." These steps are:

1. Articulating clearly a program's mission, goals and student learning outcomes.
2. Posing questions about the program's effectiveness in terms of its core goals.
3. Identifying the information that can serve as indicators of the program's effectiveness or provide insights into the questions

that have been posed.

4. Collecting the information or evidence relating to those indicators.
5. Analyzing and discussing this evidence of the program's effectiveness, and
6. Using this analysis as the basis for program modifications or improvements.

The faculty were encouraged to begin this process on a small scale, and to slowly develop over the next few years the capacity to routinely collect and analyze information, addressing perhaps 4-5 indicators of their program's effectiveness. The participants agreed to "practice" the process by posing one question and working through the steps of the assessment cycle during this 2001-02 academic year. On-going technical assistance for these efforts will be available from the Center for Teaching, Learning and Assessment.

The Program Assessment Workshop was sponsored and facilitated by the Center for Teaching, Learning and Assessment, the Center for Arts, Human Communication, and Creative Technologies, and the Provost's Office. •

You might enjoy taking Joe Larkin's Program Assessment Workshop pretest, shared by the Workshop participants, in order to discover your own understandings about program assessment.

1. **Program assessment works best in programs that have**
 - a) large faculty offices
 - b) clear and explicitly stated goals and learning outcomes
 - c) MLOs understood only by the founding faculty
2. **Program assessment should focus on**
 - a) those things that are most easily measured
 - b) O&E \$\$ / FTES / # of months X sq. ft. usage
 - c) goals that reflect the core mission and values of the program
3. **Learning assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time**
 - a) true b) false c) who knows
4. **Program assessment should be "owned" by**
 - a) faculty and staff in the program
 - b) deans endowed with great wisdom
 - c) whoever provides external funding
5. **In size and scope, program assessment should**
 - a) measure everything that moves
 - b) focus on a manageable set of questions that reflects available time and resources
 - c) let each faculty member make up a question to avoid discussion and debate
6. **As indicators of student learning, course grades issued by faculty serve as**
 - a) highly technical measurements rendered by learned scholars in the academy
 - b) disputable proof that all of our students are above average
 - c) one source of insight into the level of learning that is occurring in courses

7. **In terms of timing their approach to program assessment, faculty should**
 - a) stall until the fad passes
 - b) hurry up and get it done before WASC gets here
 - c) start small and evolve over time
8. **Program assessment information should be collected and analyzed**
 - a) every time an accreditation team comes to campus
 - b) whenever someone gets a good idea
 - c) regularly over some period of time
9. **If assessment reveals an area needing further development, the program's faculty**
 - a) have their salaries reduced
 - b) be forced to share offices until things improve
 - c) be commended for identifying and addressing an area of need
10. **Program assessment information should be**
 - a) hidden in locked boxes
 - b) given as gifts to people we don't like
 - c) shared, visible, and publicly available
11. **The statement "The program assessment process is a self-renewing cycle" is**
 - a) a popular bumper sticker
 - b) something administrators often say to faculty
 - c) a good way of thinking holistically about why we engage in program assessment. •

based on what the relevant research indicates is most likely to facilitate intended goals." (p. 532)

Respect for Education Research

All true, but before that solution can be implemented we must get faculty to recognize the relevance and value of educational research. They are quick to reject work in that discipline and look for excuses. "Educational research is about basic ed; not college teaching." Wrong, there is an extensive body of research exclusively devoted to analyzing postsecondary teaching and learning. "Work in education is trivial, irrelevant, and not useful to practitioners." Studies do address small, contextual issues, which is why educational research needs to be looked at in larger spheres rather than single study by single study. And some educational researchers address issues that are not especially interesting or relevant to practitioners. Empirical work is not uniformly excellent in any field. But for every line of disciplines use jargon impenetrable to those on the outside. In educational research, there are many fine translators and many practitioner-oriented publications that present excellent,

practitioner-oriented publications that present excellent, nontechnical summaries of empirical work in an area or across several.

We can describe what we did, we can explain what we intended the effect to be, and we can report what our students did for the class. But we can only infer cause and effect.

Gerald Shenk, "Building an Interdisciplinary Campus Community around the Scholarship of Teaching"

Bottom Lines

Bottom line: the practice of instruction would likely improve more if its outcomes were evaluated with more rigor, and it would likely improve more, or at least be understood better, if practitioners were cognizant of relevant theory and research. We will continue to work to bring information to our readers that can accomplish both goals. In the meantime, let us think more carefully, more analytically, and more appreciatively about scholarship

"on" teaching. It is the vehicle that allows us to transcend the limited domain of personal knowledge and experience to a larger, more informed arena of interaction and dialogue.

Bottom, bottom line: if you're a regular reader of this publication and have not shared your knowledge, experience or insights, you should consider doing so! The scholarship "on" teaching is ours to create. •

Reprinted from *The Teaching Professor*, May 2000. Volume 14, Number 5, page 1.

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Racism in the Classroom TLA Lunch Series

One series of TLA lunches this semester is focusing on "Living and Working with Race Issues in the Classroom." Regardless of the pedagogies used in our classrooms, and regardless of the processes and content being covered, race issues are unavoidable. In classrooms where race issues are explicitly addressed, explosions, uncomfortable silences, tensions, and feelings of animosity may regularly surface. Whether or not race is being explicitly discussed, it's still an issue.

We and others may be trying to figure out what's missing from the classroom: Whose voices are we not hearing? Whose perspectives are being left out? Who has left the university, or never applied to the university, because our classrooms are stilted, uncomfortable, and/or not relevant to their lives?

Judith Flores, Debra Busman, Diana Garcia, Pam Motoike, Gerald Shenk, Annette March, and Dan Shapiro invite you to join us for a series of three lunchtime discussions to address these issues and others that surely will arise. None of us claim to have the answers. What we do bring is a deep desire to share and to learn.

Please make every effort to join us for all three of these important discussions if you can, although you are also welcome to attend only one or two of them. All discussions will be held on Thursdays in Building 10 from 12 noon to 1:15 p.m. and will be facilitated by Dan Shapiro. The dates are **March 7, April 18, and May 9**. We look forward to seeing you there. •

Send Your On-Campus Collaborations to be Featured in Next Issue

In the next issue, we'll be focusing on the wide variety of collaborations that exist on our campus, from team-teaching, co-directing of programs and projects, co-authoring, to cross-institute and cross-program collaborations. I hope you'll send information about the kinds of on-campus collaborations you are involved in, so that they can be included in this issue. Please send your news to Annette March. A future issue will focus on campus-community collaborations, so please save information about your many community collaborations for that issue.

"Facilitating Respectful and Ethical Classroom Dialogues" Literacy Lunch

By Amy Driscoll

The Literacy Lunch on "Facilitating Respectful and Ethical Classroom Dialogues" sponsored by the Center for Teaching, Learning and Assessment on February 14th, 2002 was facilitated by faculty members **Gerald Shenk** and **Herb Martin** and assisted by student **Cenan Pirani**. Attendees included **Marsha Moroh**, **Jesus Reveles**, **Kim Judson**, **Troy Challenger**, **Amy Driscoll**, and **Debian Marty**.

Comparing his previous teaching experiences in contrast to his work at CSUMB, Gerald finds greater ethnic diversity among his students here. "I continue to bump into class conflicts that consistently spark anger and frustration" he commented. Gerald has found that a strategy learned at NCORE called "The Pause," is useful on all kinds of relationships. The "pause" is a time to stop, be quiet, and think about what is happening, rather than responding immediately to what is occurring.

But The Pause is not always effective strategy. Gerald's student **Cenan Pirani** described a situation in which racist statements were made, while still using all of the principles of respectful and ethical dialogue. He explained his feelings about the tension of the situation, and provided some insights about how to view the situation from varied student perspectives.

Herb Martin talked about his courses and the range of issues that emerge from his course explorations of culture and equity. He begins his classes with "long" introductions so that everyone in class knows exactly who is in the class as a way of establishing a respectful community. He encourages individual story telling and models it himself. There are clearly established and written ground rules for interactions in the classes, and he makes certain that he models the ground rules himself.

Kim Judson described a similar process that is used in classes in the Collaborative Health and Human Services program. She stated that all courses have descriptions of appropriate behavior, a set of guidelines, within the syllabi.

Debian Marty engaged the group in a reflection of the ethical considerations of classroom dialogues, and attendees **Troy Challenger** and **Marsha Moroh** posed questions about how to better support faculty in the work of facilitating classroom dialogues. **Jesus Reveles** shared examples from his high school groups to further develop the group's understanding of the perspectives of students in class discussions.

The topic was clearly a valuable one that demands much more discussion and reflection time. It was recommended that the topic be revisited at a future TLA lunch discussion. •

Intellectual Property: Who Owns It?

By Dan Granger

On Friday February 1, 30 faculty and staff wrestled with the thorny issues of intellectual property in a workshop sponsored by the Provost's Office, considering some of the hard questions, such as: *Who owns the intellectual property? How and when can I use the intellectual property of others? What rights do I have over my own work? What about fair use?* The purpose of the event was to identify the key issues and concerns to be addressed in CSUMB's policy on intellectual property. **Steve Watkins** moderated the panel, which included experts from CSU San Bernardino (**Ken Lane**) and CSU Northridge (**Kurt Saunders**) along with **Betty McEady**, **Bill Robnett**, and **Terri Wheeler**.

Lane and **Saunders** described their experiences in developing IP policies at their campuses. **Lane** noted that San Bernardino's policy is considered one of the most faculty friendly policies in the system because of its definition of "work for hire." He reminded us that policies are mutable, and that the best practice is to make a clear written agreement on all ownership, use, and benefit issues before work is undertaken. He also emphasized communication: "Consult widely and repeatedly, be as inclusive as possible, and always be prepared for change."

Saunders, and attorney and a business professor at CSU Northridge, provided valuable background information on what constitutes copyrightable property. For example, ideas cannot be copyrighted, although unique expressions of them can. The property must be

fixed in some tangible and stable form in order to be copyrighted. **Saunders** also provided the standard definition of "work for hire": either a specially commissioned work or work created within the scope of employment. He explained the "teachers' exception" or "the academic exception": even though faculty-created scholarship looks like work for hire, faculty ordinarily maintain the copyright. He underscored **Lane's** suggestion that a prior written agreement is the best safeguard.

Bringing the discussion home to CSUMB, **Betty McEady** spoke of the importance of collaboration. In developing her own course, **Betty** said, it takes a village to create an online course. "LS300 online is mine, but I had lots of help. So how do we define this?" **Betty** described herself as a worker for hire, but, she said, "real creativity comes out in my online work, different from my 'on ground' work. How do we capture this?"

Terri Wheeler, also in Liberal Studies, talked about the "magic" involved in faculty's creation of a learning environment, a magic that disappears in the absence of the instructor. She asked how we make the distinction between the work that is created—perhaps a work for hire—and the faculty's ability to render it a "magic environment" for students?

Bill Robnett posed questions about some of the practical issues of IP

Continued on page 12

Literacy Lunch Series

Two more Literacy Lunches are scheduled for this semester. "Email Culture and Ethics," with **Sean Madden**, is happening on Thursday, March 28. The last Lunch of the semester is Part II of "Teaching/Integrating Critical Reading Skills into the Majors," facilitated by **Peggy Laughlin**, on April 25. Both Lunch discussions meet from 12 noon to 1:15 p.m. in Building 10. Bring your own lunch and drinks will be provided.

WASC Educational Effectiveness Update

The members of the Educational Effectiveness Committee are continuing to prepare for our WASC visit. They are now immersed in both description and documentation in response to the previous team's questions about our use of best practice in assessment to promote student learning. To demonstrate that our work is scholarly, most of the team members are preparing manuscripts appropriate for publication in lieu of a traditional WASC report. **Brian Simmons** is developing a case study of the Collaborative Health and Human Services Institute's ongoing development of assessment and use of information from student evidence. The CHHS case is especially innovative, since community participation was central throughout the assessment process. It is expected that Brian's case study will make a significant contribution to the literature and knowledge base on assessment in higher education in general and in the related social services disciplines specifically. **Annette March** is writing about the campus-wide implications and actions that emerged from her ethnographic study of ASAP's writing program. Her work will be presented at the annual WASC conference and the AAHE Assessment Conference. **Swarup Wood** is developing a manuscript about his interviews of faculty about their involvement in assessment. His

data supports faculty work in assessment as a learning process, with significant implications for pedagogy and program development. Swarup, Annette, and Brian and their colleagues on the Educational Effectiveness Committee will be sharing their work with colleagues for feedback and input, as well as for future faculty development seminars.

In addition to the examples of description and documentation being developed and gathered by the committee members, the information gathered from each of the Institutes about use of "best practices" in assessment is being analyzed into a campus profile. Thus far, the data on our use of "clear learning outcomes," "opportunities for students to develop common understanding of MLO's," and "alignment of courses with MLO's" shows a strong and consistent use of "best practices" across the Institutes.

Future updates in *Faculty Focus* will feature descriptions of the scholarship of other committee members as well as additional results from the institute surveys. It is very important that faculty are informed about this work. Please forward questions about this aspect to the accreditation process to Amy Driscoll. •

Scholarly teaching is what everyone of us should be engaged in every day that we are in a classroom, in our office with students, tutoring, lecturing, conducting discussions; all the roles we play pedagogically. Our work as teachers should meet the highest scholarly standards of groundedness, of openness, of clarity, and complexity. But it is only when we step back and reflect systematically on the teaching we have done, and that systematic analysis and reflection leads to a recounting of what we've done, in a form that can be publicly reviewed and built upon by our peers, that we have moved from scholarly teaching to a scholarship of teaching.

Lee Schulman, President
*Carnegie Foundation for the
Advancement of Teaching*



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Intellectual Property Continued from page 11

"Can an instructor own a course which could unwittingly create problems for the institution? Can we create a stable cadre of materials owned by the University?"

The group brainstormed issues to be addressed in any IP policy at CSUMB:

- Stability and consistency of practice and environment for students
- An IP policy process that builds from CSUMB's Vision
- Protections for the work of faculty, students and staff
- Distinguish what constitutes portable content
- Define "extraordinary support" as precisely as possible
- The policy should teach students about IP issues
- The policy should indicate where in the university responsibility lies for IP agreements
- The policy should address issues of equity
- The policy should provide and understanding of resources at the university
- The core policy should apply to most situations
- Collaboration is foremost as an underpinning of the IP policy
- The policy should address rights issues related to collaborative projects
- The policy should address the rights of property developers who leave the university
- The policy should lean toward faculty ownership
- A process for ownership agreements in advance should be clear.

If you would like to add to the list of issues for CSUMB's Intellectual Property policy, please contact one of the IP Task Force: **Linda Stamps, Salina Dilorio, Bill Robnett, Chip Lenno, Arlene Krebs, Doug MacIntyre, Mike Albright, and Dan Granger.** IP work group and a streamed video of the IP session can be found at the IT web site: <http://it.csUMB.edu/atms/ip/>.